

Glyne Gap School

Curriculum Guideline (CG17): Relationship and Sex Education Policy

Contents

1. Aims
2. Statutory requirements
3. Policy Development and Curriculum
4. Definition
5. Delivery of RSE
6. Roles and responsibilities
7. Parents right to withdraw
8. Training
9. Monitoring arrangements
10. Next steps/ development

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1. Aims

Our school aims to....

“teach children the knowledge, skills and confidence that will enable them to lead as full, happy and independent a life as possible. Within the school and community it aims to provide a learning experience that is exciting, challenging and relevant.”

The aims of relationship and sex education (RSE) at Glyne Gap School is to enable our pupils to acquire the information, skills and values to have happy and fulfilled relationships, making safe and sensible choices for their wellbeing and sexual health. We aim to create a positive culture around issues of sexuality and relationships.

2. Statutory requirements

As a primary and secondary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regards to guidance issued by the state as outline in section 403 of the Education Act 1996.

At Glyne Gap School we teach RSE as set out in this policy.

3. Policy Development and Curriculum

The development of this policy has been developed in consultation with a parent group, staff and pupils, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

All staff were given the opportunity to look at this policy and make recommendations. The policy has been shared with parents/ stakeholders and their views sought. The policy was presented to and discussed with governors and then ratified.

Our curriculum is set out in Appendix 1.

4. Definition

The aim of RSE is to give our pupils the information needed to help themselves to develop positive, healthy relationships of all kinds, how to keep themselves safe within these relationships, including in a digital context. It also supports pupils to develop and nurture healthy relationships as pupils move into adulthood, learning about social and physical aspects of growing up, sex, sexuality and sexual health and moral and emotional

development. Some aspects are taught discretely where appropriate and others taught as part of personal, social, health and economic education (PSHE).

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Delivery of RSE

Delivery of RSE will be at an appropriate level for the age and understanding of pupils.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught discretely to pupils when it is appropriate.

In order to develop pupils' understanding and skills around relationships, there is a strong emphasis on RSE, which features throughout the school within both the Tier 1 PSHE and Tier 2 Personal Development curriculum. The Tier 1 element falls under the Friendships, Relationships and Sex Education strand of the Personal Autonomy curriculum, which covers the vital skills involved in building successful relationships with others. For example pupils are taught to respond to others' interactions, greet people, play/work alongside others, understand their own and others' emotions, interact with others appropriately, show consideration of others' feelings, and think about how their behaviour may affect others. They are also taught how to keep themselves safe, for example understanding the term 'private', knowing who it is most appropriate to talk to about different things, and knowing how to keep themselves safe in the community and when online, using social media for example. Tier 1 is delivered through IEP's.

The RSE programme within the Tier 2 curriculum is delivered as part of the 4 themes and is progressive through Key Stages 1-4. The programme is underpinned through 3 skill areas:- permission, decision making and assertion. Pupils' understanding of puberty is covered through the Tier 2 curriculum and delivery of this may be in class groups, with group targets and outcomes or will be organised with pupils grouped by developmental need and gender e.g. if a pupil is developmentally ready in the Juniors there should be a flexibility for them to join the Seniors RSE programme.

As a school, we do not teach 'sex education' as a matter of course to all pupils. Where it is felt that this is appropriate or a pupil needs input around this, a bespoke programme is provided (in consultation with parents) to ensure that pupils have the knowledge they need to keep themselves and others safe (e.g. consent, contraception, safe sex).

Giving a vocabulary and "permission" to talk about these matters can be empowering in enabling pupils to ask the questions and express the feelings they want to, which in turn help staff to respond more appropriately. Using clear unambiguous pictures, models,

videos, symbols etc helps this process and can of course help in teaching about keeping safe e.g. good and bad touching. In this area, self-esteem and assertiveness skills become particularly important for our pupils, whose lives have often been predominantly dependent and lived in a culture of compliance.

It is important to remember that people who have built up trusting relationships with pupils and our young people are best placed to support all aspects of teaching. Staff confidence when teaching RSE is paramount when supporting pupils with the sensitive issues involved. It is good practice that pupils with similar areas of need in terms of their maturity, readiness and similar levels of comprehension is key to the success of teaching this important area of learning, with opportunities for discrete single gender groups.

Relationship education focuses on teaching the fundamental building blocks and characteristics of positive relationships. It also focuses on giving pupils the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Intimate and sexual relationships, including sexual health
- Mental wellbeing
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example, looked after children or young carers).

6. Roles and responsibilities

The Governing Body

The governing body will approve the RSE policy and hold the head teacher to account for its implementation.

The Head of School

The head of school is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the individual needs of the students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE

All staff are responsible for teaching RSE. Any staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the PSHE/ Personal Development co-ordinator or Head of School.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respects and sensitivity.

7. Parents right to withdraw

Parents of primary aged pupils.

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in appendix 3 of this policy and addressed to the head teacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Parents of Secondary aged pupils.

Parents have the right to withdraw their children from the non-statutory components of sex education with RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this after consultation with the child and their parents.

Requests for withdrawal should be put in writing using the form found in appendix 3 of this policy and addressed to the head teacher.

A copy of withdrawal requests will be placed in the pupils educational record. The head teacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

8. Training

Training will be provided to members of staff who feel unsure about delivering any aspects of the curriculum. Training will be given “in-house” or by other suitably qualified professionals. Visitors from outside the school, such as school nurses or sexual health professionals, may also be invited to provide support and training to staff teaching RSE.

9. Monitoring arrangements

The delivery of RSE is monitored by heads of school/ senior leadership team. Pupil’s development in RSE is monitored by class teachers as part of our internal assessment system.

This policy will be reviewed by the PSHE/ Personal Development co-ordinator annually. At every review, any amendments to the policy will be presented to the Governors Teaching and Learning committee for Governor approval.

10. Next steps/ Developments for RSE

Development plan 2023-24

- To ensure that all pupils post 16 continue to receive a broad and balanced PSHE/RSE curriculum.
- Clarification of the 8 protected characteristics and how the PSHE curriculum plans for their coverage throughout the school.

Appendix 1: Curriculum maps for each phase

INFANTS - RSE

<p>1</p> <p>My Class</p> <p>Creating caring and respectful relationships, naming my friends and beginning to understand appropriate greetings to my friends.</p>	<p>2</p> <p>My Class</p> <p>Creating caring and respectful relationships, naming my friends and beginning to understand appropriate greetings to my friends.</p>	<p>3</p> <p>Looking After Myself</p> <p>Mental Wellbeing/ physical health: keeping healthy with personal care routines and healthy eating.</p>	<p>4</p> <p>Looking After Myself</p> <p>Mental Wellbeing/ physical health: keeping healthy with personal care routines and healthy eating.</p>	<p>5</p> <p>Myself in Summer</p> <p>Health and prevention: safety in the sun</p>	<p>6</p> <p>Myself in Summer</p> <p>Health and prevention: safety in the sun</p>
<p>7</p> <p>All About Me</p> <p>Caring and respectful relationships. Identifying emotions and my likes/dislikes.</p>	<p>8</p> <p>All About Me</p> <p>Caring and respectful relationships. Identifying emotions and my likes/dislikes.</p>	<p>9</p> <p>Myself in Winter</p> <p>Health and prevention and personal wellbeing, what do I need to be safe in the Winter.</p>	<p>10</p> <p>Myself in Winter</p> <p>Health and prevention and personal wellbeing, what do I need to be safe in the Winter.</p>	<p>11</p> <p>My Family</p> <p>Families and People who care for me. Identifying my family.</p>	<p>12</p> <p>My Family</p> <p>Families and People who care for me. Identifying my family.</p>
<p>13</p> <p>My Class</p> <p>Creating caring and respectful relationships, naming my friends and beginning to understand appropriate greetings to my friends.</p>	<p>14</p> <p>My Class</p> <p>Creating caring and respectful relationships, naming my friends and beginning to understand appropriate greetings to my friends.</p>	<p>15</p> <p>Looking After Myself</p> <p>Mental Wellbeing/ physical health: keeping healthy with personal care routines and healthy eating.</p>	<p>16</p> <p>Looking After Myself</p> <p>Mental Wellbeing/ physical health: keeping healthy with personal care routines and healthy eating.</p>	<p>17</p> <p>Myself in Summer</p> <p>Health and prevention: safety in the sun</p>	<p>18</p> <p>Myself in Summer</p> <p>Health and prevention: safety in the sun</p>
<p>19</p> <p>All About Me</p> <p>Caring and respectful relationships. Identifying emotions and my likes/dislikes.</p>	<p>20</p> <p>All About Me</p> <p>Caring and respectful relationships. Identifying emotions and my likes/dislikes.</p>	<p>21</p> <p>Myself in Winter</p> <p>Health and prevention and personal wellbeing, what do I need to be safe in the Winter.</p>	<p>22</p> <p>Myself in Winter</p> <p>Health and prevention and personal wellbeing, what do I need to be safe in the Winter.</p>	<p>23</p> <p>My Family</p> <p>Families and People who care for me. Identifying my family.</p>	<p>24</p> <p>My Family</p> <p>Families and People who care for me. Identifying my family.</p>

JUNIORS- RSE

1	2	3	4	5	6
<p>Myself - My Body</p> <p>Being Safe - identifying body parts including private parts.</p>	<p>Myself & Others -Friendships</p> <p>Caring and respectful friendships and mental wellbeing - how to be a good friend and managing conflict.</p>	<p>Healthy Eating</p> <p>Healthy Eating - identifying healthy and unhealthy foods</p>	<p>Healthy Eating</p> <p>Healthy Eating - identifying healthy and unhealthy foods</p>	<p>Myself & My Family - Family Picnic</p> <p>Families and People who care for me</p>	<p>Myself & My Family - Family Picnic</p> <p>Families and People who care for me</p>
7	8	9	10	11	12
<p>My Community - Local Community</p> <p>Being safe in the community, safe relationships.</p>	<p>Myself - Keeping Healthy</p> <p>Healthy Eating - identifying healthy and unhealthy foods</p>	<p>My Community - Citizenship</p> <p>Being safe, appropriate and caring relationships</p>	<p>My Community - Citizenship</p> <p>Being safe, appropriate and caring relationships</p>	<p>Myself & Others - Friendships</p> <p>Caring and respectful friendships and mental wellbeing - how to be a good friend and managing conflict.</p>	<p>My Community - Pupil Awards</p> <p>Caring and respectful relationships - recognising friends and qualities of friendships</p>
13	14	15	16	17	18
<p>Myself & Others - Friendships</p> <p>Caring and respectful friendships and mental wellbeing - how to be a good friend and managing conflict.</p>	<p>Myself & Others -Friendships</p> <p>Caring and respectful friendships and mental wellbeing - how to be a good friend and managing conflict.</p>	<p>1) Myself - My Body</p> <p>2) Safety in Action Day</p> <p>Being Safe - identifying body parts including private parts.</p>	<p>1) Myself - My Body</p> <p>2) Safety in Action Day</p> <p>Being Safe - identifying body parts including private parts.</p>	<p>Myself - Healthy Exercise</p> <p>Physical health and fitness - the importance of regular exercise</p>	<p>Myself - Healthy Exercise</p> <p>Physical health and fitness - the importance of regular exercise</p>
19	20	21	22	23	24
<p>My Community - School Café</p> <p>Being safe, appropriate and caring relationships, citizenship.</p>	<p>My Community - School Café</p> <p>Being safe, appropriate and caring relationships, citizenship.</p>	<p>Myself & My Family - Growing & Changing</p> <p>Families and people who care for me - the way families develop/ change and grow</p>	<p>Myself & My Family - Growing & Changing</p> <p>Families and people who care for me - the way families develop/ change and grow</p>	<p>My Community - Pupil Awards</p> <p>Caring and respectful relationships - recognising friends and qualities of friendships</p>	<p>My Community - Pupil Awards</p> <p>Caring and respectful relationships - recognising friends and qualities of friendships</p>

Senior Department Personal Development Map

<p>Blocks 1 + 2</p> <p>Myself & Others – Friendship Caring relationships, being a good friend and sharing interests.</p>	<p>Blocks 3 + 4</p> <p>Myself – My Body/Sex Ed Changing adolescent body and being safe, understanding private and non-private body parts.</p>	<p>Blocks 5 + 6</p> <p>Myself & Others – Family Families and people who care for me – different relationships within the family and jobs to contribute to family life.</p>
<p>Blocks 7 + 8</p> <p>Myself – My Body/Sex Ed Changing adolescent body and mental wellbeing – emotions experienced at this time.</p>	<p>Blocks 9 + 10</p> <p>Myself – My Body Being safe, respectful relationships and health and prevention. Being able to say “no” (consent) and likes and dislikes during personal care routines and listening to our friends.</p>	<p>Blocks 11 + 12</p> <p>Myself & My Community Being safe in the community, stranger danger.</p>
<p>Blocks 13 + 14</p> <p>Myself & Others – Relationships/Sex Ed Families and people who care for me and being safe – identifying different types of families and people within our families and differing relationships.</p>	<p>Blocks 15 + 16</p> <p>Myself & Others – Personal Safety Safety in different contexts Safety In Action Day</p>	<p>Blocks 17 + 18</p> <p>Myself & My Community Looking after my community Litter awareness Clean sea Project</p>
<p>Blocks 19 + 20</p> <p>Myself & Others Babies</p>	<p>Blocks 21 + 22</p> <p>Myself & My Community- Fund Raising Research local charities, decide on one to raise money for</p>	<p>Blocks 23 + 24</p> <p>Myself – My Body Physical health and fitness and Healthy eating – what makes a healthy diet and importance of an active lifestyle.</p>

Faculty Department RSE Map

<p>Year 1 Term 1</p> <p>Friendship Caring relationships, being a good friend and celebrating similarities and differences.</p>	<p>Year 1 Term 2</p> <p>Feelings Mental wellbeing and changing adolescent body. Managing your own feelings and those of others. Managing and expressing feelings around puberty.</p>	<p>Year 1 Term 3</p> <p>Becoming an adult Changing adolescent body, health and prevention and being safe.</p>
<p>Year 2 Term 1</p> <p>Relationships Exploring relationships with families and people who care for me. Having caring and respectful relationships.</p>	<p>Year 2 Term 2</p> <p>Public/ private Discussing changing adolescent body, being safe and respectful relationships.</p>	<p>Year 2 Term 3</p> <p>Making choices Being safe and creating and maintaining respectful relationships.</p>
<p>Year 3 Term 1</p> <p>Sexual and intimate relationships Intimate and sexual relationships, being safe and having respectful relationships.</p>	<p>Year 3 Term 2</p> <p>Sexual health Sexual health, health prevention and being safe in sexual relationships.</p>	<p>Year 3 Term 3</p> <p>Sexual and intimate relationships Intimate and sexual relationships, pregnancy and contraception.</p>

Appendix 2: Parent form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of Parent		Date	
Reason for withdrawing from sex education within relationship and sex education			
Any other information you would like the school to consider			
Parent Signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussions with parents	

Appendix 3: Audit of curriculum

Primary Physical health and mental wellbeing		Glyne Gap Assessment Level	
Topic (DFE statutory wording)	Link to Glyne Gap Curriculum - Personal Development	GGA PSHE	GGA Level
Mental wellbeing			
That mental wellbeing is a normal part of daily life, in the same way as physical health	College RSE T1 Y1 wellbeing T3, Y1 & RSE Y1 T2 (feelings)		
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	College RSE T1 Y1 wellbeing T3, Y1 & RSE Y1 T2 (feelings) Juniors block 14, 22	Personal Learning	10+
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others feelings	College RSE T1 Y1 wellbeing T3, Y1 & RSE Y1 T2 (feelings) Juniors block 14, 22	Personal Learning	15+
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	College RSE T1 Y1 wellbeing T3, Y1 & RSE Y1 T2 (feelings) Juniors block 14, 22	Personal Learning	12+
the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	College RSE T1 Y1 wellbeing T3, Y1 & RSE Y1 T2 (feelings) Juniors block 17 College T2, Y3 (wellbeing) Infants 3 & 4		
simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	College RSE T1 Y1 wellbeing T3, Y1 & RSE Y1 T2 (feelings) Juniors block 2, Infants 3 & 4		
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	College RSE T1 Y1 wellbeing T3, Y1 & RSE Y1 T2 (feelings)		
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	College RSE T1 Y1 wellbeing T3, Y1 & RSE Y1 T2 (feelings)	Personal Learning	12+
where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	College RSE T1 Y1 wellbeing T3, Y1 & RSE Y1 T2 (feelings)	Personal Learning	15+
it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	College RSE T1 Y1 wellbeing T3, Y1 & RSE Y1 T2 (feelings)		
Internet safety and harms			
that for most people the internet is an integral part of life and has many benefits.	IEPS (online safety assesment)		
about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	IEPS (online safety assesment)		
how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	IEPS (online safety assesment)		
why social media, some computer games and online gaming, for example, are age restricted.	IEPS (online safety assesment)		
that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	IEPS (online safety assesment)	Personal Care not specifically about Internet but about unwanted attention in number of settings	15+
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	IEPS (online safety assesment)		
where and how to report concerns and get support with issues online.	IEPS (online safety assesment)		
Physical health and fitness			
the characteristics and mental and physical benefits of an active lifestyle.	Juniors 17 & College wellbeing T2 Y3		
the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	Juniors 17 & College wellbeing T2 Y3		
the risks associated with an inactive lifestyle (including obesity).	Could be discussed in block 17 but not stated & College wellbeing T2 Y3		
how and when to seek support including which adults to speak to in school if they are worried about their health.	Could be discussed in block 17 but not stated & College wellbeing T2 Y3		
Healthy eating			
what constitutes a healthy diet (including understanding calories and other nutrients)	Juniors 4, 8, 19, College ILS Y1 T1	Personal Care	13+
the principles of planning and preparing a range of healthy meals.	Juniors 4, 8, 19 College ILS Y1 T1	Personal Care	13+
the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	Juniors 4 & 8 College ILS Y1 T1		
Drugs alcohol and tobacco			
Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	college wellbeing Y2 T3	Personal Care	12+
Health and prevention			
how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	College Wellbeing Y1 + Y3 T2		
about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	College Wellbeing Y1 + Y3 T3 Infants 5&6		
the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	College Wellbeing Y1 + Y3 T2		
about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	College Wellbeing Y2 T1	Personal Care	12+ (not about why but routine/ structure of doing)
about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	IEPS		
the facts and science relating to allergies, immunisation and vaccination.	IEPS		
Basic first aid			
how to make a clear and efficient call to emergency services if necessary.	ILS Y1 T1 + Y3 T1	Personal Care	16
concepts of basic first-aid, for example dealing with common injuries, including head injuries.	college wellbeing Y3 T2	Personal Care	14+
Changing adolescent body			
key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Juniors 16, college RSE Y1 T2 T3	Personal Care	13+
about menstrual wellbeing including the key facts about the menstrual cycle.	college RSE Y1 T2 T3		

Primary Relationships and sex education		Glyne Gap Assessment Level	
Topic (DfE statutory wording)	Link to Glyne Gap Curriculum - Personal Development		
Families and people who care for me			
that families are important for children growing up because they can give love, security and stability.	Juniors 22 Infants 11&12		
the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	College PD RSE T1 Y2		
that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	College PD RSE T1 Y2	Personal Autonomy	14+
that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	College PD RSE T1 Y2	Personal Autonomy	13+
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	College PD RSE T1 Y2		
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	College PD RSE T1 Y2 + T3 Y2	Personal Autonomy/ Pe	15+/ 15+
Caring relationships			
how important friendships are in making us feel happy and secure, and how people choose and make friends.	Infants 1 &2, Juniors 2, 11 & 14, college RSE T2, Y1, Y2 and Y3	Personal Autonomy	12+
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Infants 1 &2, Juniors 2, 11, 12, 14, college RSE T2, Y1, Y2 and Y3	Personal Autonomy	12+
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Infants 1 &2, Juniors 2, 11, 12, 14, college RSE T2, Y1, Y2 and Y3	Personal Autonomy	12+
that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Juniors 11, 12, 14, college RSE T2, Y1, Y2 and Y3	Personal Learning	13+
how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Juniors 11, college RSE T2, Y1, Y2 and Y3	Personal Learning	13+
Respectful relationships			
the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	Juniors 22, college PSE T1, Y1 + T1 Y2 T3 Y2	Personal Autonomy	12+
practical steps they can take in a range of different contexts to improve or support respectful relationships.	Juniors 2, 11, 12, 14, college PSE T1, Y1 + T1 Y2 T3 Y2		
the conventions of courtesy and manners.	Juniors 11, 19, 24, college PSE T1, Y1 + T1 Y2 T3 Y2	Personal Autonomy	12+
the importance of self-respect and how this links to their own happiness.	college PSE T1, Y1 + T1 Y2 T3 Y2 Infants 7 & 8	Personal Learning	
that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	Juniors 24, college PSE T1, Y1 + T1 Y2 T3 Y2		
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	college PSE T1, Y1 + T1 Y2 T3 Y2		
what a stereotype is, and how stereotypes can be unfair, negative or destructive.	college PSE T1, Y1 + T1 Y2 T3 Y2		
the importance of permission-seeking and giving in relationships with friends, peers and adults.	Juniors 16, college PSE T1, Y1 + T1 Y2 T3 Y2		
Online and media			
that people sometimes behave differently online, including by pretending to be someone they are not.	IEPS	Personal Autonomy for general awareness	
that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	IEPS		
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	IEPS		
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	IEPS		
how information and data is shared and used online.	IEPS		
Being Safe			
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Juniors 2, 11, college RSE T1 Y3	Personal Autonomy	12+
about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	Juniors 1, 16, college RSE T2 Y2	Personal Autonomy	
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Juniors 1, 6, college RSE T3 Y2	Personal Autonomy	15+
how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	IEPS	Personal Care	15+
how to recognise and report feelings of being unsafe or feeling bad about any adult.	college RSE T3 Y2 + T3 Y3	Personal autonomy/ care/ Learning	
how to ask for advice or help for themselves or others, and to keep trying until they are heard.	Juniors 22, college RSE T3 Y2 + T3 Y3	Personal Care/ Persona	12+
how to report concerns or abuse, and the vocabulary and confidence needed to do so.	college RSE T3 Y2 + T3 Y3	Personal Care	16+
where to get advice e.g. family, school and/or other sources.	Juniors 22, college RSE T3 Y2 + T3 Y3	Personal Care	12+

Secondary Physical health and mental wellbeing		Glyne Gap Assessment Level	
Topic (DFE statutory wording)	Link to Glyne Gap Curriculum	GGA PSHE	GGA Level
Mental wellbeing			
How to talk about their emotions accurately and sensitively, using appropriate vocabulary	College year 1 Term 1 Friendships College Year 1 Term 2 Feelings Seniors 13&14 relationships and feelings College RSE T1 Y1, wellbeing T3, Y1 wellbeing T1 Y3	Personal Autonomy	level 17
That happiness is linked to being connected to others	College year 1 Term 1 Friendships College Year 1 Term 2 Feelings Seniors 1&2 Friendships Seniors 13&14 relationships and feelings College RSE T1 Y1, wellbeing T3, Y1 wellbeing T1 Y3	Personal Autonomy	Level 10 +
How to recognise the early signs of mental wellbeing concerns	College Year 1 Term 2 Feelings College RSE T1 Y1, wellbeing T3, Y1 wellbeing T1 Y3 College RSE T1 Y1, wellbeing T3, Y1 wellbeing T1 Y3		Level 16
Common types of mental ill health (e.g. anxiety and depression)	College RSE T1 Y1, wellbeing T3, Y1 wellbeing T1 Y3		
How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health	College year 1 Term 1 Friendships College Year 1 Term 2 Feelings Seniors 13&14 relationships and feelings College RSE T1 Y1, wellbeing T3, Y1 wellbeing T1 Y3	Personal Autonomy	Level 15 +
The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness	Seniors 23 & 24 My Body College RSE T1 Y1, wellbeing T3, Y1 wellbeing T1 Y3		
Internet safety and harms			
The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online	IEPS (online safety)		
How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours	IEPS (online safety)		
Physical health and fitness			
The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress	Seniors 23 & 24 My Body wellbeing T2 Y3		
the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.	Seniors 23 & 24 My Body wellbeing T2 Y3		
as about the science relating to blood, organ and stem cell donation	IEPS		
Healthy eating			
how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer	Seniors 23 & 24 My Body		
Drugs alcohol and tobacco			
the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions	college wellbeing T3 Y2	Personal Care	level 12 +
the law relating to the supply and possession of illegal substances	college wellbeing T3 Y2		
the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood	college wellbeing T3 Y2	Personal Care	Level 15 +
the physical and psychological consequences of addiction, including alcohol dependency	college wellbeing T3 Y2		
awareness of the dangers of drugs which are prescribed but still present serious health risks	college wellbeing T3 Y2	Personal Care	Level 14 +
the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so	college wellbeing T3 Y2		
Health and prevention			
about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics	Seniors 9&10 pamper but not specifically germs/ bacteria	Personal Care	Level 11+ (taking part in self care routines but not why)
about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist**	college wellbeing Y2 T1		
the benefits of regular self-examination and screening	college RSE T2 Y3 + T3 Y3		
The facts and science relating to immunization and vaccination	IEPS		
the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn	college wellbeing Y1 +3 T2		
Basic first aid			
Basic treatment for common injuries	Seniors 16 Safety in action day college ILS Y1 T1 + Y3 T1 wellbeing Y3 T12	Personal Care	Level 14 +
Life-saving skills, including how to administer CPR	college ILS Y1 T1 + Y3 T1 wellbeing Y3 T12		
The purpose of defibrillators and when one might be needed	college ILS Y1 T1 + Y3 T1 wellbeing Y3 T12		
Changing adolescent body			
key facts about puberty, the changing adolescent body and menstrual wellbeing	Seniors 7 & 8 My body/ Sex education Growing up College Y1T2 Feelings managing puberty College Y1 T3 Becoming an adult + T2	Personal Autonomy	Level 13+
the main changes which take place in males and females, and the implications for emotional and physical health	Seniors 7 & 8 My body/ Sex education Growing up College Y1 T3 Becoming an adult		

Secondary Relationships and sex education			
Topic (DfE statutory wording)	Link to Glynne Gap Curriculum		
Families			
That there are different types of committed, stable relationships.	Seniors 5 & 6 Personal Development - Myself and Others - Family. College Y2 T1	Personal Autonomy	level 13+ (identifying different types of relationships)
How these relationships might contribute to human happiness and their importance for bringing up children	College Y2 T1	Personal Autonomy	level 12+
what marriage is*, including its legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony	College Y2 T1		
why marriage is an important relationship choice for many couples and why it must be freely entered into	College Y2 T1 Seniors Personal Development Block 13 & 14 Myself and Others - Relationship/ Sex Ed Families/ different types of families Special Relationships		
the characteristics and legal status of other types of long-term relationships	College Y2 T1		
the roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting	College Y2 T1		
how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed	College - Year 2 Term 1 Relationships Family	Personal Learning	Level 17
Respectful relationships, including friendships			
the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship	College Y1 T1 Seniors block 1&2 Seniors Block 1 & 2 Friendships Things we like to do & 13&14 Seniors Block 13 & 14 Relationships Families/ special relationships	Personal Autonomy	All
practical steps they can take in a range of different contexts to improve or support respectful relationships	College Y1 T1 Y1T2 Senior block 1&2 Seniors Block 1 & 2 Friendships Things we like to do & 13&14 Seniors Block 13 & 14 Relationships Families/ special relationships	Personal Autonomy	level 15+
how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)	College Y1T1		
that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs	College Y1T2	Personal Learning	Level 12+
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	Online Safety Assessment + IEPS		
that some types of behaviour within relationships are criminal, including violent behaviour and coercive control	College - Year 1 Term 1 Friendships making, developing, keeping. Year 1 Term 2 Feelings; mine and others. Year 2 Term 1 Relationships, family; future, sexual, sexuality. Year 3 Term 1 Sexual relationships saying no yes, feelings, behaviours and future relationships		
what constitutes sexual harassment and sexual violence and why these are always unacceptable	college RSE T2 Y3	Personal Autonomy	level 17 (consent)
the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	college RSE T1 Y1		
Online and media			
their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	Online Safety Assessment + IEPS		
about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online	IEPS		
not to provide material to others that they would not want shared further and not to share personal material which is sent to them	IEPS		
what to do and where to get support to report material or manage issues online*	IEPS		
the impact of viewing harmful content	IEPS		
that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partner	IEPS		
that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	IEPS		
how information and data is generated, collected, shared and used online	IEPS		
Being Safe			
the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships	Seniors Block 9 & 10 College Year 1 Term 2 Feelings mine and others. College Year 2 Term 2 + 3 Y3 T2	Personal Autonomy	Level 17
how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)	Seniors 9&10 "no" College Year 1 Term 2 Feelings mine and others. College Year 2 Term 2 + 3 Y3 T2		
Intimate and sexual relationships, including sexual health			
how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship	College Y3 T2 Sexual health - safe sex STD's + Y2 T2	Personal Autonomy	Level 12+
that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing	College Y3T3 Conception and contraception - pregnancy birth, seeking help and advice + Y2 T2		
the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women	college RSE T3 Y3		
that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others	College Y3T1 sexual relationship saying "no" RSE T3 Y2	Personal Learning	Level 16
that they have a choice to delay sex or to enjoy intimacy without sex	College Y3T1 sexual relationship saying "no" RSE T3 Y2	Personal Autonomy	level 17